

## Work sample: Response to literary text – *Black Snake*

### Relevant part of the achievement standard

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues, and make inferences, drawing on textual evidence, increasing awareness of purpose, audience and context, and knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

### Summary of task

This task was completed as part of an integrated English and history unit of work. Students were asked to complete the following activities in preparation for the task:

1. Read Carole Wilkinson's *Black Snake*.
2. Discuss the various ways Ned Kelly is represented through the novel and complete a character profile of him.
3. Compare various representations of Ned Kelly from imaginative and historical texts and identify the representation of Ned Kelly in each source.

After completing these tasks, students were asked to write a response to the question:

*'Was Ned Kelly a villain? Support your opinion with evidence.'*

This task was completed under exam conditions and students were given 40 minutes.

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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Bushrangers are known to be lawbreakers, and Ned Kelly was one of them. Often people argue that Ned Kelly was a villain, although others argue otherwise, and say that in fact he was a hero. As stated in the novel Ned committed a number of villainous crimes. Despite this he also did some good acts.

Ned Kelly was a ruthless bushranger. Although, as stated in the novel 'Black Snake', by Carole Wilkinson, at only the age of twelve Ned saved a drowning boy. It happened whilst he was walking to school, he noticed a boy named Dick was thrashing about <sup>in the water</sup> so he ran down and saved him. Ned received a stash for this act. People often claim that he was very protective of his family, and that that is the reason for a lot of his actions. To add to that, it also describes that people say that Ned was in the wrong places at the wrong times. But <sup>the previous</sup> <sup>two statements</sup> do not really justify for his actions. Despite the evidence previously stated there are numerous amounts of

### Annotations

Addresses the topic in an immediate and engaging manner and provides a clear statement of point of view.

Identifies different perspectives on the topic.

Understands the need to make connections between paragraphs, for example 'Despite this he also did some good acts', although this would have been more appropriately placed as the topic sentence of the next paragraph.

Uses relevant detail from the text to support a contrasting point of view.

Draws discussion back to the topic.

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opposing points that state otherwise.

Ned Kelly and his gang were all hunted fugitives. As depicted in Carole Wilkinson's novel *Black Snake*, it describes that some of the Kelly Gang only joined because they thought it would be exciting to be a fugitive on the run. Moreover, it describes that Ned was a murderer, a cattle and horse thief and a bank robber from only the age of 12. It also describes that Ned Kelly was in prison for three years prior to turning twenty. People were so scared of the Kelly Gang, that one night a man heard a loud noise outside so he ran and hid up a tree, until sunrise. He later found out that it was only his cook who had accidentally dropped a frying pan. In 1880 the Kelly Gang provoked confrontation with the police which resulted in officers shot dead. People say that nice to his hostages and was a good man, but what they did not realise is that he used a technique called 'public relations exercise' which is a hypnosis to get people <sup>(hypnotising)</sup> to like him despite the villainous acts he did. Would a

### Annotations

Includes opposing points of view.

Introduces new points effectively, providing substantiating detail from the text.

Develops a sense of personal voice to effectively engage the reader.



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hero commit such horrendous crimes like the ones previously described?

Due to all the evidence previously stated it is overwhelmingly clear that Ned Kelly is obviously a villain and a definite lawbreaker. Ned Kelly was a typical bushranger and a downright villain.

### Annotations

Uses rhetorical question for effect.

Provides a strong summary of the point of view to conclude the argument.

### Annotation summary

This work sample demonstrates a clear understanding of the issues and texts under consideration. The response is structurally coherent and presents a well supported, relevant and consistent point of view. The student uses language features such as vocabulary and sentence openings to build cohesion and connect ideas, for example 'Despite the evidence', 'moreover', 'it is overwhelmingly clear'. Spelling, punctuation and syntax are variable but meaning is clear and ideas are presented effectively.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.